SCHOOL OF SOCIAL WORK
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The Mental Defective and the Public Schools of Massachusetts

LEAGUE FOR PREVENTIVE WORK

PUBLICATION No. 2

The Mental Defective and the Public Schools of Massachusetts

A study of special classes for mental defectives in the public schools of Massachusetts

by the

League for Preventive Work

1916-1917

League for Preventive Work

Organized March, 1915

PRESENT PURPOSE

A Campaign to Lessen Feeble-Mindedness

The League is a co-operative effort of nineteen social service agencies of Boston to prevent some of the causes of misery found in their work with families.

Members of the League

Associated Charities of Boston
Baby Hygiene Association
Boston Children's Aid Society
Boston Children's Friend Society
Boston Dispensary
Boston Legal Aid Society
Boston North End Mission
Boston Provident Association
Boston Society for the Care of Girls
Children's Mission to Children
Federated Jewish Charities of Boston
Instructive District Nursing Association
Massachusetts General Hospital Social Service Department
Massachusetts Society for the Prevention of Cruelty to Children
New England Home for Little Wanderers
Society for Helping Destitute Mothers and Infants
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October, 1917.

THE MENTAL DEFECTIVE and the PUBLIC SCHOOLS of MASSACHUSETTS

It was sixty-nine years ago that the legislature of Massachusetts, realizing the need for some care of the mentally defective, appropriated $25,000 for an experimental school to which ten indigent idiots were to be sent from different parts of the State. This was the first special class for the feeble-minded established in the United States. It soon developed beyond the experimental stage and the care and instruction of the feeble-minded became a permanent state function which has found its expression today in the two well-established schools at Waverley and Wrentham and the beginnings of a third state school in the western part of the state.

Meantime, knowledge of mental handicap has increased until many of the towns and cities of Massachusetts have begun to realize that the care of the mentally deficient cannot be left to the State alone and that it is the responsibility of the local public schools to supply a type of instruction adapted to the needs of these groups of children.

It was for the purpose of finding out how far this community responsibility had taken root that the League for Preventive Work in 1916 sent out the following questionnaire to all the superintendents of Massachusetts.

QUESTIONNAIRE

1. Are there in your superintendency any "special classes" for sub-normal children?
2. If so, how many?
3. What is the total enrolment in these classes this term?
4. Who selects the children for these classes?—the teachers, school officials, medical examiners, or a psychologist specially retained for this purpose?
5. Are the children enrolled considered feeble-minded or simply backward?
6. Do you accept the low grade, institutional type of defective or only such cases as are considered improvable?
7. Have the teachers employed in this work had training specially fitting them for it?
8. Do you believe there is need for the establishment of such a class (or additional classes) in your superintendency?
9. How many children do you estimate need such special provision?
10. What are the chief obstacles to the establishment of "special classes" in your superintendency?

The response was cordial, showing a vital interest throughout the State in the subject. Of the 186 superintendents addressed, 182 replied. The other 4 represented small towns and undoubtedly

had no special classes, so it may be fairly claimed that the returns were complete.

Three hundred fifty cities and towns were represented in the replies as follows: Reporting some form of special instruction for the feeble-minded or backward, 47 superintendents representing 50 cities and towns. Reporting no form of special instruction for either feeble-minded or backward, 134 superintendents representing 300 cities and towns.

Twelve of the cities and towns which have established instruction for the mentally handicapped have classes exclusively for the feeble-minded. Thirteen limit membership in their special classes to backward children. Sixteen place feeble-minded and backward together in the same special class and nine assign special teachers to give additional help in the regular classrooms to individual children who are behind their classmates in certain studies.

Classes for the backward should not be confused with classes for the feeble-minded. They are quite distinct in purpose and method. Pupils may be behind their grades because of ill health, change of residence, insufficient nourishment, ignorance of the language, or for many other reasons. Special class instruction often helps children thus handicapped to gain the normal grade for pupils of their own age. On the other hand, the special classes for the feeble-minded provide for the child who can never maintain a normal grade in school because of an inherent defect of the brain. The two types of classes are considered here because frequently this differentiation has not been considered sufficient to prevent the feeble-minded child and the child who is only backward from being placed together in the same class. In some instances a class for the backward acts as a clearing house and sifts out the improvable in academic studies from those who can be developed only through manual training.

THE FEEBLE-MINDED ALONE

The reports from the twelve cities and towns having classes exclusively for the feeble-minded give a minimum figure as regards the opportunities for the training of the mentally defective in the public schools, since it is probable that the classes ostensibly for the backward as well as the classes admitting both backward and feeble-minded include the mentally deficient to an appreciable extent. Naturally it is the larger cities of the State that have found less difficulty in experimenting with special classes for the various handicapped groups and it is not surprising to find that Boston, after an experience of twenty years, leads the twelve with sixty-three special classes for mental defectives and an enrolment of one thousand children. All but one of these cities have a population of more than 25,000. They aggregate eighty-three classes with an enrolment of twelve hundred eighty-three pupils. The average number per class is sixteen, although one had as many as twenty and one as few as ten. The best results can be obtained with not more than fifteen.

CLASSES ADMITTING BOTH FEEBLE-MINDED AND BACKWARD

The number of cities having classes in which the feeble-minded and the backward are taught in the same room is larger than the number of cities emphasizing the extra educational need of only the mental defective. Sixteen cities and towns report one hundred twenty-six such classes with an enrolment of thirteen hundred sixty-three pupils. Two of these cities have a population of over 100,000, but the larger proportion are cities of smaller size than those having classes for the feeble-minded alone.

THE BACKWARD ALONE

As has been said before, the classes for the backward are included in this study because, without doubt there are high grade morons among this group whose lack of normal mentality would not be readily detected by others than trained psychiatrists or psychologists. Thirteen cities and towns report fifteen such classes with an enrolment of two hundred sixty-two.

Closely allied with the classes for the backward is the work of the special teacher who gives additional help to individual children in the various regular grades. One city and eight towns employ such teachers and it is estimated that they assist approximately one hundred thirty children per day and that nearly as many more children should have this form of training. One town reports that approximately three hundred children have been so helped during the school year. Apparently teachers for this purpose are employed only in the smaller communities, as in each case reported the population falls below 25,000. It may be however that larger places having special classes for mental defectives have not considered the individual work of special teachers as falling within the scope of the questionnaire and so have failed to make note of it.

METHOD OF SELECTION OF PUPILS

The determination that a child is a proper subject for a special class is of serious consequence to his future welfare. If the decision is correct, it means an opportunity partially to overcome his prodigious handicap, but suppose a temporary retardation of the mental processes has produced a pseudomental deficiency which will disappear with a quickening of the physical vitality? No greater injustice could be done to a child than to surround him with the feeble-minded at so critical a period in his life, yet only four cities in Massachusetts secure the rights of the child through examination by an experienced psychiatrist. Dr. Arthur Jelley is employed by the city of Boston for more than half time as psychiatrist and no child is placed in a special class for mental deficients until he has made a detailed examination and certified to the fitness of such training. Two other cities employ psychiatrists for this purpose and a fourth has all candidates for special class work examined at the Waverley State School. Twelve place the decision in the hands

of the medical inspector in consultation with superintendent or principal. The others rely upon the judgment of the superintendent of schools, principal, regular or special class teachers. The method of selection of pupils is undoubtedly the source of much of the difficulty underlying the failure of certain towns to establish special classes permanently after a trial of a year or two. Dr. Walter E. Fernald says that to his knowledge "no classes have ever been given up where the pupils were selected wisely. Parents are delighted with the general effect upon their children. Special classes in the public schools for the feeble-minded insure an early diagnosis of a case of mental deficiency and gives the opportunity to train the child early in life when the best results can be obtained. They train mental deficients to live in the community if possible, they give opportunity to determine if there is need of institutional training, and what is most important, the special class keeps the feeble-minded child accessible to his family with the opportunity for development which family life gives."

TYPE OF CHILDREN SELECTED

Three out of every five towns having special classes for the mentally deficient limit the membership to such children as are considered "improvable," but the quality of improvement differs for the feeble-minded from that for the backward. Probably the restriction for the classes for the feeble-minded is only in regard to idiots and imbeciles whereas enrolment in classes for the backward is limited to children who can attain or keep a grade in the regular classes with additional help. Two out of five towns accept all grades of deficiency in their special classes for the feeble-minded exclusively or for both feeble-minded and backward, two only debarring the low grade and two others keeping the low grade only a limited period.

TRAINING OF TEACHERS

Twelve cities employ specially trained teachers in classes for mental defectives, while as many more rely solely on the aptitude of the teacher. To rely upon individual initiative alone to gain technique in this most difficult and delicate branch of teaching limits the possibilities of special class work. If added to this lack of training, one teacher is expected to instruct at the same time those who are behind in their studies because of a removable condition and those whose mental equipment will always be limited, it is difficult to believe that justice is being done to either teacher or pupils. There is a growing feeling among specialists in mental deficiency that to-day a teacher is not properly qualified for primary work unless she understands the signs and symptoms of mental defect and has actually observed and studied groups of defective children, and that our normal schools and training classes for teachers should make such preparation a part of the required course of instruction. The earlier these children are placed under proper training the more can be accomplished by and for them. If they are allowed to remain

in the regular classes of the public schools until their teens not much can be done in the way of school instruction. At present there is little in the way of a definite course of training in Massachusetts for special class work. The State Normal School at Salem plans a special course for the first time this year. Miss Ada M. Fitts, supervisor of special classes for mental defectives in Boston, holds weekly conferences for special class teachers each Friday afternoon, in which mental experts take part. Miss Fitts would welcome any public school teacher who is interested in the subject. The special class teachers of Boston* are just now publishing a book entitled "The Boston Way," which gives plans for the development of the individual child, compiled by the special class teachers of Boston and giving an outline of their united experience.

CITIES AND TOWNS REPORTING NO SPECIAL INSTRUCTION FOR EITHER BACKWARD OR FEEBLE-MINDED

Only seven of the three hundred school centres sending in negative returns are cities of considerable size. By far the largest proportion (92%) are small towns of less than 10,000 population. In the rural communities where frequently three and four towns are included under one superintendency the problem of small numbers and scattered residence adds to the difficulty of establishing special class work. Nevertheless sixty-two of the one hundred and thirty-four superintendents who cover these three hundred schoolships would welcome an opportunity for special classes for the mentally deficient. They estimate that between eighteen hundred and two thousand children would be eligible.

NEED FOR FURTHER CLASSES

The following table gives the number of special classes for the mentally handicapped in the public schools of the State in 1916, the number enrolled, and an estimate of further needs made by the superintendents of schools.

CLASSES FOR FEEBLE-MINDED AND BACKWARD CHILDREN IN MASSACHUSETTS

Type of Class	No. of Cities and Towns	Aggregate No. of Classes	No. of Pupils Enrolled	Estimated No. Needing Similar Training
Feeble-minded exclusively	12	83	1283	1625
Feeble-minded and backward together	16	126	1383	444
Backward exclusively	13	15	262	218
No special classes	300	0	0	1900
Totals	341†	224	2908	4187

*Price $1.10 postpaid. Miss Mary C Culhane, Somerset Street School, Boston.

†Nine towns employ special teachers to give individual instruction to backward pupils in the regular classes. Estimated number of pupils helped per day, 130. One superintendent estimates that 300 pupils had been given such assistance during the year.

This table is approximately correct for the year 1917. No changes have taken place except that six superintendents who reported no special class work in 1916 established classes during the year.

By far the largest number of special classes are grappling with the problem of training the feeble-minded and the backward together and nearly one-half of all the children receiving special training are in such classes. As an increasing demand is indicative of success, it is well to note that the largest estimate for further need comes from cities which are now maintaining the classes for the feeble-minded by themselves under the care of specially trained teachers. The general estimate of further needs indicates that for every three children now receiving instruction at least four more are in need of it.

REASONS GIVEN FOR NOT HAVING MORE SPECIAL CLASSES FOR MENTAL DEFECTIVES

It would seem as though superintendents who had demonstrated the value of special classes would have no difficulty in establishing adequate accommodation for all children so gravely handicapped, but the reasons given for the limited number of classes show that the tax-payer, as reflected in the public school budget, does not yet realize the economic gain to the community of giving these children enough of the rudiments of trade training to make them self-supporting and self-respecting citizens. Expense and lack of space are given most frequently as obstacles. The reluctance of parents to acknowledge that their children are different from others and therefore need special training, lack of trained teachers, and general ignorance of the subject on the part of the public are other reasons given. One superintendent finds it difficult to shield the children from ridicule. His board has hit upon the happy expedient of calling the classes the "Junior Manual Training Classes." One has found that with tact and proper preparation there is no difficulty in establishing special classes.

Summing up we find that in 1916, forty-one cities and towns in Massachusetts were maintaining two hundred twenty-four special classes in which nearly three thousand mentally handicapped children were given the chance of better development than they could receive in the regular grade classes and that six other towns have established classes in 1917. These classes are obtaining results such that the school superintendents of the State feel that the number of classes should be increased to give at least four thousand other children a similar chance.

In the spring of 1917 the Massachusetts Society for Mental Hygiene sent out a questionnaire which might well be considered a "follow up" of the previous study. It emphasized, however, two new points,—first, the courses of study followed, and second, the aftercare or supervision given. The response to both these questions was necessarily fragmentary, as the movement for special classes is still too young to have developed a scientific curriculum,

and the possibility of follow-up work has only just appeared on the horizon. The procedure of some of the individual towns which are working out these problems may be of suggestive value:

Arlington has established two mixed classes for both backward and mental defectives and has been making a special study involving psychological tests during the past year.

Attleboro has started clinics for the backward and hopes to start classes soon.

Beverly. The comprehensive reply from Mr. Seth Howard Chace, superintendent of the Beverly schools, is here given in full:

> "Last year, we had three groups of special classes for backward children. In September these were combined in a separate school building. We have about forty-five pupils and the classes and the combination of classes are without limit, as we attempt to meet the needs of the individual pupils in as many ways as possible. These pupils are selected largely by the application of the Binet tests to those children who are selected by the principals and regular class teachers as possible candidates for such a school. The person who makes these tests is a graduate of the Vineland, New Jersey, school, and is especially interested in this work. They are afterward examined by our school physician, who renders such assistance as he may. About one-half the time of the children is devoted to manual work. In fact, we call this school the 'Junior Manual Training Class.' The hours are from nine to three, most of the pupils remaining at the school for dinner. The girls prepare and serve the meals, and do the housework, while the boys take care of the grounds and furnace, do a man's work around the building and engage in other lines of manual labor, like cobbling, soldering, wood-working, bookbinding, cane-seating, etc. We are keeping a record of these pupils as they pass through the school, and it is our intention to do a certain amount of follow-up work, though the venture is too young as yet to prophesy regarding this feature of the work."

Boston again takes the lead by having the first official after-care teacher who follows up the children when they leave school. Miss Helen M. Mead was appointed to this position in the spring of 1917. She plans not only to keep in touch with the children after they leave school but to help in finding lines of employment suitable to their abilities, to acquaint employers of the less skilled labor with the possibilities of the mentally defective and to help in the difficult period of adjustment between school and steady employment. No regular courses of study are followed in Boston but a syllabus* has been prepared which is suggestive to the teachers. It is thought to be desirable not to have a regular course of study, as the classes

*"The Boston Way" (see footnote on page 7).

vary so much in the different districts of the city, and the problems are more or less individual ones.

Cambridge. Teachers meet weekly for conference. "Terman on Measurements" and "The Backward Child" by Holmes have been read and discussed. Some follow-up work is done, but the nature of it is not given.

Chelsea. Work in the special classes consists mostly of building with various kinds of blocks, simple wood-work, weaving, basketry and cane work, although there is regular instruction in reading, writing, and numbers.

Everett has increased her special classes for both feeble-minded and backward from two to four.

Fall River has had no increase in classes for the feeble-minded but an increase in enrolment as a result of a careful examination given to backward pupils in the various schools.

Gloucester has begun this year with an enrolment of twenty-seven in one class. The selection of the pupils is made in a mental clinic. Elementary school subjects, and handwork are taught, and a large use is made of objective material.

Haverhill has one class with fifteen pupils, makes use of the mental clinic, and gives both book and manual instruction.

Marlboro has hit upon the novel idea of calling the special class the "adjustment room." It is for over-age pupils but not necessarily feeble-minded. Children who are strikingly too old for their grades are selected for enrolment. There was a daily average of eighteen pupils.

New Bedford adds to the usual function of special classes the correction as far as possible of physical handicaps. Attempt is also made to secure suitable employment for graduates. A very friendly feeling exists between teacher and pupil, the latter usually keeping in touch with the teacher for some time after leaving school.

Newton under the directorship of Miss A. M. Sturgis is building up a constructive program for the mentally handicapped which will be of help to all towns contemplating work of this kind. One building is fitted up for this type of work. "The children are graded there according to their ability and mental ages. There have been seventy-six pupils during the year with a daily average of sixty. Simple number work, reading, spelling, writing, history, and geography are taught by stories and study of industries. Music and drawing receive considerable attention, while industrial work of every kind is emphasized, many of the older children spending a considerable portion of school hours in the two workrooms. There is no definite or well-organized plan of follow-up work yet. The Welfare Bureau and the director of the school try to keep in touch with as many children as possible."

Salem and ***Somerville*** each has an additional class.

Springfield under the inspiration of Miss Frances E. Cheney is doing splendid special work with its mentally handicapped children. There are two classes for defectives, caring for thirty

children. Examination is made by a clinical psychiatrist and plans of study are worked out by the teachers in consultation with him.

There are also nine classes for the backward in the grammar preparatory schools and two for the non-English speaking, with an enrolment of two hundred and sixty-eight children. The teachers of the special classes and the social workers of Springfield are organized into a society known as the Springfield Society for the Study of the Feeble-Minded. Careful records are kept in card catalogue form.

Wakefield has given up a special class for backward children because of increase in enrolment and lack of room and has substituted individual instruction in the regular classrooms.

Waltham which had just started a class in 1916 for pupils needing individual attention has now worked out a definite program. Each child's academic work is adjusted as best it can be. Aside from this there is a good deal of handwork at bench, loom, basketry, chair seating, etc. The teacher keeps in touch with the class conducted by Miss Fitts for Boston teachers of special classes.

Wellesley, which in 1916 had one class for the backward, now has added a class for mental defectives. The regular subjects of the various grades are followed as far as they are adaptable. Much time is given to industrial arts, including gardening for the second group.

West Boylston has a class for backward children.

Worcester has fifteen ungraded classes which serve as centers for neighboring buildings. The average enrolment is about two hundred twenty-five and is constantly changing.

Public school classes for the mentally deficient have been in successful operation in various European countries for more than forty years. They are part of the public school system of Germany, Norway, Sweden, Denmark, France, Switzerland and England. Dr. Walter E. Fernald in his pamphlet on the "Importance of the early discovery and treatment of defectives in special public school classes" gives the following reasons why such classes should be maintained as a part of the public school systems of America, supplementing and complementing the work of institutional schools for defectives. He says, "The first and most important reason is that every American child has the right to be educated according to his need and capacity. . . . In a modern graded class a pupil of this sort is a foreign body, always a hindrance to the progress and a menace to the morals of other pupils. Association with children with whom they are not able to compete will discourage them, and, being unable to comprehend the subjects taught, their already feeble powers of attention will be lost, their interest destroyed, and they will become apathetic and incorrigible. . . . Parents prefer the special classes to an institutional school, especially when the child is young. . . . In spite of the great advantages to be obtained in the institution the child is deprived of the normal home life, the moral and social influence of the mother and the wholesome relations with the community. . . . As a rule, the pupil would

be put under special training much earlier if such classes were available. . . . Many of the "mentally deficient" children are apparently so nearly normal that their defects are only noticeable to a discerning teacher or to persons who have made a study of this class, and many are bright looking and attractive; but all are weak in will power, deficient in reasoning power and judgment, hence easily influenced for evil. Unless they are properly cared for and influenced they will retrograde, fall into evil ways and become willing victims of the vicious. . . . Will it not pay a city to develop and educate these children so far as possible to a standard of useful, self-supporting, self-controlling citizenship, rather than later on to support them and their numerous progeny in almshouses and prisons?"

Dr. Fernald feels that the almost total lack of special laws or definite school regulations providing for these classes has materially interfered in the operation and success and in the desirable increase in number.

The broader state program which Dr. Fernald proposes, includes a state commission for friendly guidance of mental defectives who, under supervision can live wholesome lives in the community, with authority to safeguard in a state school those who cannot; a state wide census of the uncared for feeble-minded; clinics for mental examination accessible to all parts of the State; special treatment by the courts of mentally defective delinquents; completion of a third state school in the western part of the State for the feeble-minded; and special classes in the public schools for mentally defective children. This program, embracing as it does, the possibility of the proper care of fifty per cent of the mental defectives of the State in the communities under supervision as an alternative to the possible segregation of a limited number, emphasizes the need of adequate public school facilities to equip them for industrial life.

Dr. Wallace, superintendent of Wrentham State School for the Feeble-minded, has said, "With the extension of this movement for special classes, until every school system of any size has a sufficient number for all children with mental defect, it would seem that the larger number of children with ordinary mental defect could be safely protected and educated in the community."

The two most definite requirements for the success of special class work are the right type of teacher and a thorough physical and mental examination of all pupils. The need of specially trained teachers in time will be met by the normal schools. At present they must be recruited from the regular grade teachers who are adapted for work of this nature. The out-patient clinics at the State Institutions under the supervision of the Massachusetts Commission on Mental Diseases furnish an opportunity for nearby cities and towns to have pupils examined and doubtless more clinics will be established in other localities as the demand arises.

The mental clinics given in the following directory are available to every citizen of Massachusetts for free consultation or examination:

DIRECTORY OF OUT-PATIENT CLINICS

August, 1917

At State Institutions under the supervision of the Massachusetts Commission on Mental Diseases

HOSPITAL	CLINICS HELD AT:				
	HOSPITAL		OTHER PLACES		
	DAY	HOURS	LOCATION	DAY	HOURS
Worcester	Every Tuesday	2.00–5.00 P.M. 7.00–9.00 P.M.	Worcester City Hall, Main Street	3rd Tuesday of every month	9.00 A.M.–5.00 P.M.
			Public Library, Pleasant St., Spencer	1st Wednesday	2.00–5.00 P.M.
Taunton	2nd Sunday	9.00 A.M.–3.30 P.M.	School Adm. Building, Anawan St., Fall River	1st Friday	10.30 A.M.–3.30 P.M.
			Court House, No. Main St., Fall River	3rd Friday	9.00–11.30 A.M.
			Court House, County St., New Bedford	2nd Friday	9.00–11.00 A.M.
Northampton	Every Wednesday	2.00 P.M.	City Hospital, Chestnut St., Springfield	1st Wednesday	2.00 P.M.
			Franklin County Hospital, Greenfield	2nd Monday	2.00 P.M.
			House of Mercy, Pittsfield	4th Thursday	2.00 P.M.

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At State Institutions under the supervision of the Massachusetts Commission on Mental Diseases

HOSPITAL	CLINICS HELD AT:				
	HOSPITAL		OTHER PLACES		
	DAY	HOURS	LOCATION	DAY	HOURS
Danvers	No regular day. Physicians will see former patients coming for advice at any time		District Court House, 36 Main St., Haverhill	Wednesday*	7.00–9.00 P.M.
			Council Chamber, City Hall, 397 Main St., Malden	Wednesday	7.00–9.00 P.M.
			Council Chamber, City Hall, Common St., Lawrence	Tuesday	7.00–9.00 P.M.
			Council Chamber, City Hall, Dale Ave., Gloucester	Wednesday	7.00–9.00 P.M.
			Council Chamber, City Hall, Lynn	Wednesday	7.00–9.00 P.M.
			Council Chamber, City Hall, 93 Washington St., Salem	Wednesday	7.00–9.00 P.M.
Westborough	Every Wednesday 2.00–4.00 P.M. (and any other time)		Out-Patient Department, Mass. Homeopathic Hosp., 750 Harrison Ave., Boston	Every Tuesday	2.00–3.00 P.M.
Boston	The main department conducts no Out-Patient Clinic, either at the Hospital or otherwise. All Out-Patient Clinics are held at the Psychopathic Department, 74 Fenwood Road, Boston				
Psychopathic Dept., Boston	Every day				

* Clinic held each week in one of these cities, following the order in which they are listed. Exact date in each city may be learned by addressing Superintendent State Hospital, Danvers.

HOSPITAL	CLINICS HELD AT:				
	HOSPITAL		OTHER PLACES		
	DAY	HOURS	LOCATION	DAY	HOURS
Grafton	Worcester Dept., Summer Street Every Friday Every Saturday Grafton D., No. Grafton Every Wednesday	 3.00–5.00 P.M. 7.00–9.00 P.M. 9.00 A.M. Specific Treatment 2.00–4.00 P.M. 7.00–9.00 P.M.			
Medfield	Conducts no Out-Patient Clinics				
Gardner Colony	Whenever occasion arises. Physicians visit patients' homes whenever requested		City Hall, Main St., Fitchburg	2nd Tuesday	6.30 P.M.
Monson	Every day	8.00 A.M.–6.00 P.M.	Springfield Hospital, Chestnut St., Springfield Franklin County Hospital, Greenfield House of Mercy, Pittsfield	1st and 2nd Wednesdays 1st Monday Last Thursday	2.00–4.00 P.M. 2.00–4.00 P.M. 2.00–4.00 P.M.
Foxborough	Conducts no Out-Patient Clinics				

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At State Institutions under the supervision of the Massachusetts Commission on Mental Diseases

HOSPITAL	CLINICS HELD AT:				
	HOSPITAL		OTHER PLACES		
	DAY	HOURS	LOCATION	DAY	HOURS
Massachusetts School for the Feeble-minded Waverley	Every Thursday	8.00 A.M.–5.00 P.M.	School Adm. Building, Anawan St., Fall River (in co-operation with Taunton Hospital)	1st Friday (October to June)	9.00 A.M.–4.00 P.M.
			Office of School Board, Main St., Worcester (in co-operation with Worcester Hospital)	2nd Tuesday	9.00 A.M.–5.00 P.M. (often later)
			Different school buildings wherever children are who need examining. Newton	3rd Wednesday	9.00 A.M.–4.00 P.M.
			Different school buildings, Haverhill	4th Monday	10.00 A.M.–4.00 P.M.
			Grand Jury Room, Superior Court House, New Bedford (in co-operation with Taunton Hospital)	1st Saturday	9.00 A.M.–4.00 P.M.
Wrentham School...	Every Wednesday		No clinics during summer months		
Bridgewater.....	By appointment		Brockton Hospital, Center St., Brockton	Every other Friday	2.00 P.M.